



## **JOB SATISFACTION AMONG HIGHER SECONDARY TEACHERS**

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### **Abstract**

Job satisfaction is the result of various attitudes, which the employees hold towards their job, towards related factors and towards life in general. Also, the term job satisfaction describes how pleased an employee is with his/her position of employment. There are a variety of factors that could influence an employee's level of job satisfaction; some of these factors include the level of compensation and benefits, the use of equitable promotion systems, the overall working conditions, the style of management and the type of position itself including the tasks involved and the challenges the respective position generates. It refers to general attitude in three areas namely specific job factors, individual adjustment and group relationship outside the job. Likewise, the term has been explained by many psychologists in different ways. In the present study, job satisfaction is defined as a pleasant and positive attitude possessed by a teacher towards his/her job and related factors. The main objective of the present investigation is to study about the job satisfaction of the higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled them, type of school, nature of school and locality of school. Job Satisfaction Inventory developed by Naseema (1993) is used to collect relevant data. The sample consists of 98 higher secondary teachers from 13 higher secondary schools in Kumbakonam Taluk, Thanjavur District of Tamil Nadu State. The data are analysed by 't' test and ANOVA. The results indicate that there is no significant difference among higher secondary teachers with regard to the background variables namely gender, marital status, age group of the higher secondary teachers, subject handled by them, type of school, nature of school and locality of school.



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### **1. Introduction**

Job satisfaction indicates the feelings of inner fulfillment derived from being engaged in a work. It is essentially related to human needs and their fulfillment through the work. It is characterized by various attitudes possessed by an employee. People who are employed

want to gain satisfaction from their work. Job satisfaction is closely associated with the self and social identities. Perceptions of an employee, in this regard reflect his cognitive level. These perceptions are related to specific factors like knowing one's self and feeling of others, understanding students level, appreciating the learners, analyzing the social needs, supervision, steadiness of employment, conditions of work, improvement opportunities for progress, recognition of ability, fair evaluation of work, social status hearing of the grievances and hardness of the job etc. with special reference to the teachers and the teaching profession. Based on many studies, it is understood that when teachers are satisfied with their jobs, they will be more committed to their heads of institutions and will be more productive. Job satisfaction impacts teacher productivity, well-being and consequently impacts job quality.

## **2. Need And Significance of the Study**

Teaching as a profession demands a lot of sacrifice on the part of teachers only then they could become the pillars of the society. Teachers experience pressures from various fronts namely students, parents, government authorities, competing schools and administration of schools. Students exert pressure on teachers by not obeying them, not doing their daily activities, and involving in mischievous activities. Every parent expects their child to stand the best in the class by any means. Also they restrict their child from involving in the affairs of the schools and of their friends. The government authorities, on their part insist on the implementation of the government policies which sometimes resist the teacher from involving in the students' personal problems and helping them and to come out. Schools compete with each other in terms of scoring high marks forgetting the basic purpose, principles and ethics of education. For this the administration of schools are pressurizing both teachers and students to study hard and score high marks.

Though there are lots of problems in the educational system to be discussed and analyzed, the satisfaction of the teachers, as that of the other categories of employees has got an impact on the performance and the commitment of the teacher towards the development of the country since the role of teachers in the development of any nation is inevitable. To perform their job effectively, teachers are to be professionally oriented, involved and satisfied in their job with full satisfaction as employees. A satisfied teacher is happy and enthusiastic both in school and at home. Happiness vibrates from them and likewise negativism vibrates from the dissatisfied teachers that affect all those who come in contact with them. Similarly, the job satisfaction of those teachers may be affected by salary, working hours, nature of work, opportunity for professional advancement, relationship with co-workers, organizational

policy, recognition, freedom, personality and job fit, and other related factors. This complex situation necessitates the investigator to study about the job satisfaction of higher secondary teachers with various background variables.

### **3. Statement of the Problem**

The problem of the present investigation is to study about the job satisfaction of higher secondary teachers of schools in and around Kumbakonam Taluk, Thanjavur District of Tamil Nadu State.

### **4. Title of the Study**

*“Job Satisfaction among Higher Secondary Teachers”*

### **5. Operational Definitions**

#### **5.1. Job Satisfaction**

It is related with the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in.

#### **5.2. Higher Secondary Teachers**

Higher Secondary Teachers those who are working in higher secondary schools affiliated to Department of School Education, Government of Tamil Nadu State.

### **6. Objectives**

The following are the objectives of the present study:

To find out whether there is any significant difference among higher secondary teachers in their job satisfaction with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Age Group (up to 35 Years, 36-45 Years and 46 Years and above), (iv) Subject Handled by them (Arts and Science), (v) Type of School (Government, Govt. Aided and Self-Financing), (vi) Nature of School (Boys, Girls and Co-Education) and (vii) Locality of School (Rural and Urban).

### **7. Null Hypotheses**

The following are the hypotheses formulated for the present study:

There is no significant difference among higher secondary teachers in their job satisfaction with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Age Group (up to 35 Years, 36-45 Years and 46 Years and above), (iv) Subject Handled by them (Arts and Science), (v) Type of School (Government, Govt. Aided and Self-Financing), (vi) Nature of School (Boys, Girls and Co-Education) and (vii) Locality of School (Rural and Urban).

## **8. Method Used for the Study**

For the present study, survey method is adopted. By administering questionnaire, the data will be collected.

## **9. Sample of the Present Study**

The higher secondary teachers working in the schools of Kumbakonam Taluk, Thanjavur District of Tamil Nadu State will be the population of the present study. From this population 98 higher secondary teachers will be selected by means of stratified random sampling technique. The sampling will be stratified on the basis of gender, marital status of higher secondary teachers, subject handled by them, type of school, nature of school and locality of school.

## **10. Research Tool**

Job Satisfaction Questionnaire developed by Naseema (1993).

## **11. Statistical Techniques**

For analyzing the data, the investigator will use mean, standard deviation, percentage analysis, 't'- test and ANOVA.

## **12. Analyses of Data**

### **Null Hypothesis-1**

There is no significant difference between men and women higher secondary teachers in their job satisfaction.

**Table – 1 Mean Score Difference Between Men And Women Higher Secondary Teachers In Their Job Satisfaction**

<b>Variable</b>	<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>'t' Value</b>	<b>Significant at 5% level</b>
Job Satisfaction	Men	85.33	7.18	0.498	NS
	Women	84.59	7.73		

**(At 5% level of significance, the table value is 1.96)**

The above table shows that there is no significant difference between men and women higher secondary teachers in their job satisfaction as the calculated 't' value 0.498 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

### **Null Hypothesis-2**

There is no significant difference between married and unmarried higher secondary teachers in their job satisfaction.

**Table- 2 Mean Score Difference between Married and Unmarried Higher Secondary Teachers in Their Job Satisfaction**

Variable	Marital Status	Mean	SD	't' Value	Significant at 5% level
Job Satisfaction	Married	84.93	6.51	0.067	NS
	Unmarried	84.35	8.18		

**(At 5% level of significance, the table value is 1.96)**

From the above table it is learnt that there is no significant difference between married and unmarried higher secondary teachers in their job satisfaction as the calculated 't' value 0.067 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

**Null Hypothesis-3**

There is no significant difference among higher secondary teachers of age group up to 35 years, 36-45 years and 46 years and above in their job satisfaction.

**Table – 3 Mean Score Difference Among Higher Secondary Teachers Of Age Group Up To 35 Years, 36 - 45 Years And 46 Years And Above In Their Job Satisfaction**

Source of variables	Sum of square	'df'	Mean	Calculated 'F' value	Significant at 5% level
Between	16.53	27	.612	1.158	NS
Within	37.01	70	.529		
Total	53.55	97			

**(At 5% level of significance, the table value is 3.00)**

From the above table it is inferred that there is no significant difference among higher secondary teachers in their job satisfaction of age group up to 35 years, 36-45 years and 46 years and above of age as the calculated 'F' value 1.158 is lower than the table value 3.00at 5% level of significance. Hence the null hypothesis is accepted.

**Null Hypothesis- 4**

There is no significant difference among higher secondary teachers of Government, government aided and self-financing schools in their job satisfaction.

**Table – 4 Mean Score Difference Among Higher Secondary Teachers Of Government, Govt. Aided And Self-Financing Schools In Their Job Satisfaction**

Source of Variables	Sum of Square	'df'	Mean	Calculate d 'F' value	Significant at 5% level
Between	25.13	27	.971	1.566	NS
Within	41.61	70	.594		
Total	66.74	97			

**(At 5% level of significance, the table value is 3.00)**

From the table, it is understood that there is no significant difference among higher secondary teachers of Government, Govt. Aided and Self-Financing schools in their job satisfaction as the calculated 'F' value 1.566 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

**Null Hypothesis- 5**

There is no significant difference between higher secondary teachers handling arts and sciences subjects in their job satisfaction.

**Table– 5 Mean Score Difference between Higher Secondary Teachers Handling Arts and Science Subjects in Their Job Satisfaction**

Variable	Subjects	Mean	SD	't' Value	Significant at 5% level
Job Satisfaction	Arts	84.94	8.20	0.067	NS
	Science	84.94	6.77		

**(At 5% level of significance, the table value is 1.96)**

From the above table it is learnt that there is no significant difference between higher secondary teachers handling arts and sciences subjects in their job satisfaction as the calculated 't' value 0.067 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

**Null Hypothesis- 6**

There is no significant difference among higher secondary teachers working in boys, girls and co-education schools in their job satisfaction.

**Table – 6 Mean Score Difference among Higher Secondary Teachers of Boys, Girls and Co-Education Schools in Their Job Satisfaction**

Source of Variables	Sum of Square	'df'	Mean	Calculated 'F' value	Significant at 5% level
Between	19.11	27	.708	1.272	NS
Within	38.94	70	.556		
Total	58.05	97			

**(At 5% level of significance, the table value is 3.00)**

From the table it is understood that there is no significant difference among higher secondary teachers working in boys, girls and co-education schools in their job satisfaction as the calculated 'F' value 1.272 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is rejected.

**Null Hypothesis- 7**

There is no significant difference between the higher secondary teachers of rural and urban schools in their job satisfaction.

**Table – 7 Mean Score Difference between Higher Secondary Teachers of Rural and Urban Schools in Their Job Satisfaction**

Variable	Locality of School	Mean	SD	't' Value	Significant at 5% level
Job Satisfaction	Rural	85.58	6.51	0.809	NS
	Urban	84.35	8.18		

**(At 5% level of significance, the table value is 1.96)**

From the above table it is learnt that there is no significant difference between higher secondary teachers of rural and urban schools in their job satisfaction as the calculated 't' value 0.809 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

### **13. Major Findings**

1. There is no significant difference between men and women higher secondary teachers in their job satisfaction.
2. There is no significant difference between married and unmarried higher secondary teachers in their job satisfaction.
3. There is no significant difference among higher secondary teachers of age group up to 35 Years, 36-45 Years and 46 Years and above in their job satisfaction.
4. There is no significant difference between higher secondary teachers handling arts and science subjects in their job satisfaction.
5. There is no significant difference among higher secondary teachers of Government, Govt. Aided and Self-Financing schools in their job satisfaction.
6. There is no significant difference among higher secondary teachers of Boys', Girls' and Co-education schools in their job satisfaction.
7. There is no significant difference between higher secondary teachers of rural and urban schools in their job satisfaction.

### **14. Interpretations And Discussion**

The investigator with his limited observations and experience in the field of teacher education has come out with the following interpretations to the findings of the present study.

The 't' test results reveal that there is no significant difference in the job satisfaction of higher secondary teachers with regard to the background variables namely, gender (Men and Women), marital status (Married and Unmarried), age group (up to 35 Years, 36-45 Years and 46 Years and above) of the higher secondary teachers, the subject handled by them (Arts and Science) and type of school (Government, Govt. Aided and Self-Financing), nature of school (Boys, Girls and Co-Education) and locality of school (Rural and Urban). The

related research studies reviewed with respect to the findings of the present investigation are mixed in their findings unlike the present study revealing both “**significant**” and “**no significant**” differences regarding the background variables mentioned above. It is also inferred from the results of the present study that reveal the homogeneity of the population and the sample collected and the integrity of the background variables and their existence among subjects.

The findings of the present investigation are supported by the findings of the study conducted by **Asif Iqbal** (2014) revealing that there was no significant difference between men and women secondary school teachers in their job satisfaction. Similarly, the study indicated that there was no significant difference between the teachers handling science and arts subjects in their job satisfaction. But, there was no significant difference with regard to their age group and experience. The findings of the study conducted by **Farah Deeba Chughati and Uzma Perveen** (2013) revealed that there was no significant difference in the job satisfaction of secondary school teachers with respect to their educational qualification and teaching experience. On the other side, the findings of the study conducted by **Gupta, Pasrija and Bansal** (2012) reported that there was significant difference between male and female teachers in their job satisfaction mentioning that female teachers were higher in the level of satisfaction than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction than their counterparts. Further, the teachers holding post-graduation and working in private schools were reported to be significantly higher in the level of job satisfaction than their counterparts. Likewise, the findings of the study conducted by **Kaur and Sidana** (2011) revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further the rural teachers were found to be more satisfied when compared with their urban counterparts. It was reported that the government teachers were more satisfied than the teachers working in government aided and private institutions whereas the teachers working in private institutions were more satisfied than those working in government aided institutions. On the other side, the findings of the study conducted by **Massey** (2011) showed that there was no significant difference among secondary school teachers in their job satisfaction with regard to sex, experience and type of school. Also the findings of the study conducted by **Basu** (2009) found that gender and marital status had a significant bearing on the job satisfaction of the teachers. While female teachers scored higher in their job satisfaction when compared with the male teachers, the mean scores of unmarried teachers on job satisfaction was lower than those of married teachers. Similarly, the findings of the study conducted by **Gupta and Sahu** (2009)



indicated that there were significant gender based differences in the job satisfaction. Likewise, the findings of the study conducted by **Saveri and Rajendran(2009)**also revealed that there was significant difference in the job satisfaction on the basis of marital status of high school teachers, nature of school and locality of school. Similarly, the findings of the study conducted by **Neelkandan and Rajendran(2007)**revealed that there was significant difference in the job satisfaction of high school teachers on the basis of marital status and years of service. The married teachers possessed higher level of job satisfaction than the unmarried teachers and the teachers with a service of 16 years and above had higher job satisfaction than the teachers with less than 5 years of service, 11-15 years of service and 6-10 years of service.

## **15. Recommendations**

### **15.1 Ways to Increase Employee's Satisfaction**

#### **(i) Employee Orientation**

One of the best ways to have satisfied employees is to make sure that they are pleased from the get-go. Offering a thorough orientation will ensure expectations are realistic and that new staffers don't come in with rose-colored glasses that will quickly fade. Proper on-boarding encourages positive attitudes and can reduce turnover.

#### **(ii) Positive Work Environment**

An upbeat workplace is a necessity. If the workspace isn't positive, one can't expect the workers to be. Encouraging one another, avoiding micromanagement, giving positive feedback and ensuring criticism is constructive are all ways to keep the environment a place where employees can do more than survive-they can thrive!

#### **(iii) Provide Competitive Benefits**

Fair wages are important, but competitive benefits are also critical to keeping one's workforce getting satisfied. If an employee's benefits package is thin, he may look for other opportunities with firms that are more generous. Beyond insurance, benefits such as flex time, paid holidays and personal days are important factors to employee satisfaction.

#### **(iv) Workforce Engagement**

Employees who don't find their work interesting or don't feel they are contributing to the mission of the firm will not be engaged. For employees to be satisfied, they must feel like they are part of something bigger than just what their individual work tasks are. Include staffers in goal setting and how they fit in the corporation fabric to increase engagement and satisfaction.

**(v) Develop Skills**

Everyone needs something to working toward. Stagnation is unfulfilling. Employees have more potential than their current level of functionality. Encouraging employees to fulfill that potential will increase engagement and satisfaction. Whether it's training opportunities, mentoring, online courses or external training, encourage staff to always be improving their skills!

**(vi) Recognition and Rewards**

Employees enjoy anatta-boy and it need not be a public show to mean something to the employees. Encourage supervisors and managers to acknowledge the deeds of the employees on a daily basis. Also implement a formal program company-wide to recognize top achievers in every job category. Healthy competition can boost morale; encourage hard work and increase satisfaction and retention.

**(vii) Track Job Satisfaction**

Offer anonymous online surveys or mobile surveys to effectively track how employees feel about benefits, recognition, supervisor feedback and other aspects that contribute to employee satisfaction. This allows the employer to improve, tweak and monitor satisfaction levels to reduce turnover and save the company money.

**16. CONCLUSION**

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, organization to organization etc.,so, job satisfaction cannot be generalized. Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which part of the job produces satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. Job satisfaction of teachers is important in that its absence often leads to lethargy and reduced commitment portraying a fragmented India on the global stage. A feeling of dissatisfaction affects one's efficiency, thinking process, his/her emotional reactions, in fact the totality of his/her behavior. Dissatisfaction breeds a hoard of negative feelings leading to a fragmented personality. The fact about the teaching profession always emphasized is that effective teaching requires a feeling of satisfaction. But the feeling of dissatisfaction among teachers affects their efficiency, their thinking, their emotional reactions, in fact the totality of their overt

behavior. Hence the welfare of the teachers should be of supreme concern to the school authorities and government. On the positive side, among teachers, job satisfaction impacts teacher productivity, well-being and consequently impacts job quality. Under such circumstances, the present study has contributed in its own measure to the knowledge of satisfaction emanating from the profession of teaching of the higher secondary teachers.

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